Cabrillo College Faculty Senate

Tuesday, March 4th, 2014

3-5 P.M.

Sesnon House

In Attendance: Arturo Cantu, John Govsky, Jay Jackson, Sheryl Kern-Jones, Brian Legakis, Jackie Logg, Michael Mangin, Robin McFarland, Dusty McKenzie, Diego Navarro, Lenny Norton, Ekua Omosupe, Jo-Ann Panzardi, Beth Regardz, Dan Rothwell, Pam Sanborn, Peter Shaw, Patricia Stokke, Sylvia Winder, Marcy Alancraig, Dale Attias, Abigail Kennedy, Kathie Welch


Note Taker: Jeffrey Leach

1. Call to Order
   1. The meeting was called to order at 3:05 pm

2. Minutes
   1. Changes to the 2/18/14 minutes.
      1. Slight changes to Marcy’s report.
      2. Approved

3. Standing Reports
   1. President (Michael Mangin)
      1. Introductions (with names, departments, and a good thing that’s happened in the last week or two).
      3. CPC topics: Facilities Report. Cabrillo has doubled its space since 1998, it takes more upkept now. A lot of our buildings before were built in the ’60s. Total cost of ownership identifies maintenance as more costly than building.
      4. A bill about making Flex Week professional development has been introduced to legislature, it will help get more funding for faculty development.
      5. Budget: there is 3 percent in Governor’s budget for growth funding. This probably won’t apply to us because we will probably fall short this year.
         1. There may be money available in restricted and categorical categories, but it may be tough to get. Many cc state groups are pushing for more COLA money.
         2. We put all of Supplemental Instructional funds toward tech upgrading.
      6. In the presentation on repeatability last week we asked for examples of student who are hitting repeat-barriers. We’ll talk about this and the resolution on repeatability next meeting. Our resolution is getting a lot of interest all over the state. We need to be on solid ground with our evidence.
      7. Recommendations from 2013 Accreditation Visiting Team:
         1. We’ll have to start looking at the four areas. We’ll take a look at #2 today.
         2. The key thing is that we improve institutional effectiveness and clarity.
3. We’re talking about a new committee to work on realizing the team’s recommendations.

2. VP (Calais Ingel)

3. Secretary (John Govsky)
   1. No report

4. Treasurer (Lenny Norton)
   1. Because of our membership drive, we added 27 members.

5. CCFT (John Govsky)
   1. We’re about to start negotiations on compensation. We had a meeting on the budget that was sobering.

6. CCEU (Dale Attias)
   1. Beginning negotiations about what our members would like to do.
   2. We’ve been working on growth and development opportunities for classified employees.

7. ASCC (Abigail Kennedy)
   1. We’re trying to get more open hours at the Watsonville ILC. It’s hard because we have to pay someone to be there for it to be open, and funding is not easy to come by. We’ve been trying to shift some of the student senate budget money from Aptos to Watsonville, but still need help. If you can help, at least by spreading the word, please do.
   2. March in March was yesterday. There weren’t as many people as we’d hoped (because it was so early), but it was still a good experience.
   3. SAT talent show is very soon. It will be held in the Crocker theater.
   4. Watsonville Film Festival is probably going to be March 14th.

8. SLO Coor. (Marcy Alancraig)
   1. Courses that have not been offered in the last three years need to be “inactivated” in our catalog in order to make our catalog more relevant and accurate for students. In addition, the ACCJC now is counting the total number of courses listed in the catalog, not just active courses that have been offered recently, as the number from which to determine the percentage that have been assessed.
      1. Every “active course” is being counted now. Need to inactivate those courses that no one has offered for many years. Deadline is this Friday.
      2. This switch has made our high percent of assessed courses go down to about 51%. We have to inactivate a LOT of courses so they aren’t counted.

9. VPI (Kathie Welch)
   1. Deactivating courses will help us with the percentage of SLOs assessed – a number we report to ACCJC annually. In addition, it is better for our students if our catalog contains only active courses.
   2. It’s possible to reactivate courses, so if you’re hoping to teach a class on catalog again before too long there is no reason not to inactivate it for the time being.
   2. The state budget doesn’t look bad, but ours does.
      1. We need to consider demand in order to get enrollment up.
      2. Let students know that cyber classes are available.

4. New Business
1. Adult Education (with Rock Pfotenauer)
   1. Recently districts have gained the ability to switch funding that has been for adult ed. to K-12, and lots of Santa Cruz and Watsonville districts did so (though not quite as many in Watsonville). This is bad for non-English speakers, of which there are many in SC, and even more in Watsonville.
   2. There has been defunding of many of the classes adults take.
   3. We are being asked to work with the K-12 schools to fill in the gaps in adult ed. It seems like there’s an emphasis on getting people educated specifically for employment.
   4. We’ve got a year to complete this. We’re going to invite other districts to participate. There’s group to work on it, and a cabinet with folks from other districts.
   5. We’ll have funds to ensure faculty are compensated for research on this stuff over Summer…
   6. They’ve been clear they’re looking for a system that provides education across the county, not specific to certain districts.
   7. We could bump up the college’s enrollment if we make this work.
   8. We’d like one or more people to represent senate. There are 2% of our students enrolled in other adult ed. too, which is down from where it used to be.
   9. We don’t JUST need basic skills instructors: students aren’t usually interested in basic skill as an end, but as means for higher-level classes.
   10. City College SF has a really good non-credit adult ed. program. People teaching adult ed had twice the number of contact hours as other teachers, but far less work outside of class, so the work load was about the same.
   11. We’re discussing how to fund adult ed., what resource makes the most sense.

11. Timeline is:
   1. There will be a plan due March 1, 2015, first installment is March 31st. Folks, if you’re interested in doing some research for this over summer, speak up.
      - Diego, Pam, Beth, and Patricia all raised hands.

2. Curriculum Report (with Mike and Dale)
   1. We’ve added a lot.
   2. Curriculum is due Friday.
   3. There is now an inactivate button on CuricuNET to make the request from the SLO and VPI reports easy to complete.
   4. After Friday, Dale will be working to update programs, which is the next step.
      1. Motion to accept curriculum as presented
      2. Approved.

3. Core Four (Marcy Alancraig and Michael Mangin)
   1. Whip-around
      1. When I hear “Core Four” I think …
   2. Split into groups of 7 or so to discuss and brainstorm with the Core Four worksheet.
      1. Group ideas
         1. It’s hard to know what students are doing in other classes in our dept.
         2. People didn’t know how students mastered skills across whole dept. Core Four allows for cross-dept. discussion. SLO assessment demonstrates that
students have mastered some things. Sometimes it’s hard to know if students just know what to do for the assignment or if they have actually learned the material.

3. Dialogue at end of process leads to better teaching, which leads to better learning and real student success.

4. Idea that the fourth outcome – on personal responsibility - might be redundant. But it gives teachers permission to insist that students engage in learning process, it makes grading transparent, and it forces us to make abstract demands clear. It’s great in some cases.

2. Reasons for this exercise: When the visiting team came to assess us they couldn’t get consistent answers about what exactly what the Core Four was.

3. History

1. CTE doesn’t assess Core Four.

2. We wanted to keep assessment open and clear. ACCJC said we could figure out how to do SLOs our own way, so Cabrillo’s Faculty Senate came up with this when Rory was President. We decided Core Four would be the outcomes that transfer departments would assess to measure transfer degrees, our institutional outcomes, and the college’s General Education program. Some other schools write separate SLOs for every program. We wanted to smooth things out and keep it efficient, so we came up with these college-wide outcomes.

3. When you report Core Four assessment results, report on what it tells about all three areas of assessment: transfer degrees, institutional outcomes, and General Education program. Every transfer department does this, and these results go into the plan that all programs write every 6 years, and on to CIP which the ACCJC looks at. It also goes to ARC where they do a report and make recommendations which go to CPC, to us as well as the Governing Board. These four college-wide competencies are what we are saying every student has accomplished when they graduate. Every course on campus teaches certain parts of the Core Four (if not all four of them).

4. We can change any of this if the faculty want to. You can write your own departmental degrees if we decide to, but if we decide to do it that way, everyone will have to. Many schools design it so students experience all of liberal arts ideas in the first year or so as an overview. We don’t arrange it quite like that, but just about every class has some of all of the Core Four skills built into it.

5. There is a lot more info on the Core Four on the college SLO website.